

# **Report of the Young People Overview & Scrutiny Committee**

## **‘A Sporting Chance’**

- A Short Scrutiny Study on increased opportunities and participation by children & young people in sport and physical activities**

**November 2007**

## Foreword

In recent years there has been a growing national debate regarding the state of the nation's health, highlighted by poor rates of public participation in sporting activities, growing concerns around levels of obesity and poor sporting success at an international level.

These were brought into sharp focus by not only Jamie Oliver's crusade for better school food which highlighted this, but also the poor state of children's health and the winning bid for the 2012 Olympic s which focussed the nation's attention on success at these Games.

Nationally, it is a government priority to increase participation at school level whilst developing opportunities for those more gifted to compete at a national level. Since starting this Scrutiny Review the Prime Minister, Gordon Brown has called for a united team effort in the run up to 2012 and to make sport a part of every child's day to build a greater sporting nation and a fitter nation.

However, sporting accomplishment at whatever level also has much wider implications. It boosts self esteem and confidence, encourages team working and breaks down social barriers. Thus it is a critical tool for a much wider agenda such as community cohesion and social inclusion.

The complexities and how important this in-depth scrutiny review has been became clearer as the Task Group began to understand and piece together the structures of the School Sports Partnerships, the links with North Yorkshire Sport, the Community Sports Networks and the links with sports clubs. With the assistance of Officers and the Schools Partnership Development Managers we saw an enormous jig saw puzzle come together before our very eyes. We learnt how innovative and good practice initiatives can provide children with more purposeful playtimes and have an enormous positive impact on groups of disaffected and disengaged young people and be a turning point in their life .

We hope this scrutiny review highlights the importance of encouraging and supporting children and young people to participate in high quality PE and sport and the benefits this can bring.

I would like to personally thank all those people involved in this scrutiny review; the young people who provided us with their views, the Schools Partnership Development Managers, Executive Officer-North Yorkshire Sport, the officers of NYCC especially those in the Curriculum and Advisory Management team, Stephanie Bratcher our scrutiny support officer and finally my colleagues, members of the Young Peoples Overview and Scrutiny Committee.



**Liz Casling**  
**Task Group Chairman and**  
**Member of the Young Peoples Overview &**  
**Scrutiny Committee**

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## **Introduction and Scope of Review**

North Yorkshire has approximately 120,000 children and young people aged between 0 – 19, which is approximately 21% of the North Yorkshire population. The Young Peoples Overview and Scrutiny Committee recognises that children and young people, whatever their circumstances or abilities, should be able to participate in and enjoy physical education (PE) and sport regardless of their social, geographic and economic diversity.

The national Physical Education School Sports and Club Links Strategy (**PESSCL**) was developed to support the need to encourage young people to become more physically active, raise awareness, improve standards and increase participation. The means for delivering this initiative has been through a coordinated approach using Sports Colleges, School Sports Partnerships, Community Sports Networks, Sports Clubs and Leisure Services.

Through this co-ordinated approach the main drive has been to enhance the take-up of sporting opportunities for all 5-16 year olds nationally. This is being achieved by increasing the percentage of school children who spend a minimum of two hours a week on high quality PE and school sport within and beyond the curriculum.

The overall objective of the PESSCL Strategy is to enhance the take up of sporting opportunities by 5-16 year olds so that the percentage of school children in England who spend a minimum of two hours each week on high quality PE and school sport within and beyond the curriculum from:-

- 25% in 2002 to 75% by 2006 and to
- 85% by 2008 and to 100% by 2010
- With at least 75% in each School Sport Partnership by 2008

Here in North Yorkshire the County Council through the Local Area Agreement set a stretch target under the Children & Young People thematic partnership which aims to increase participation in PE and School Sport for all young people in the County to:

- 75% in 2006
- 85% in 2007
- 92% in 2008 and
- 97% in 2009.

### **Scope of the Scrutiny Review**

The Task Group considered the national drivers for change and set out the following objectives for this Scrutiny Review:

1. To consider how the County Council together with its partners are delivering against the local area agreement stretch targets and the national target and include:
  - Gain an understanding of the Partnership arrangements
  - Links with the Voluntary Sector
  - Links with the 4Youth Service
  - Gather evidence and examples of innovative and good practice:

2. In a local context, find out what the barriers to increased participation in sport and physical education are for young people, with particular reference to children and young people who are either
  - in the care system
  - from black and minority ethnic communities
    - who have learning difficulties.
  - or excluded from mainstream education
3. What are the links with Extended Schools
4. The role of Outdoor Education<sup>1</sup>
5. Parents views on sports and physical activities
6. How do other County School sports Partnerships promote their work

### **Members of the Task Group:**

Cllr Liz Casling Task Group Chairman  
Cllr Heather Garnett  
Cllr Caroline Seymour  
Cllr Michelle Andrew  
Cllr Chris Pearson  
Cllr Andrew Backhouse

### **Links to the Children & Young Peoples Plan**

#### **Objective 1.1**

encourage and enable children and young people to take physical exercise and to participate in sport and leisure

### **Links to Corporate Objectives:**

- Security for all – by promoting safe, healthy and sustainable communities.
- Growing up prepared for the future – through good education, care and protection
- Independence – through employment, opportunity and appropriate support.

1. Visits to each of the Outdoor Education Centres highlighted several issues which included whether there were other learning opportunities which could be developed, whether the customer base might be broadened and the financial issues facing the service and whether the Service could be made more cohesive and reflect the educational climate.

Members of the Task Group agreed that a separate discrete scrutiny review of the Outdoor Education Service should be undertaken which was to run concurrently with this scrutiny review on Sports Provision. The findings from this review are consolidated in a separate report but the recommendations are included at the back of this report.

## Executive Summary

This Scrutiny Review is a strategic overview of the links between North Yorkshire County Council and its partners in this field. Task Group Members worked closely with North Yorkshire Sport and the Schools Sports Partnership Development Managers to look at achievement and delivery against the national and local targets.

At the top end of the sports spectrum there are the London 2012 Olympic Games and Paralympics Games. These events are “the biggest celebration of sport on the planet<sup>1</sup>” and encourage everyone to nurture and support talented young athletes to help them reach the very top.

Good partnership links exist between the County Council and North Yorkshire Sport who share ongoing opportunities for developing and increasing the participation of young people in PE and sport within and beyond the school day.

All are in agreement that encouraging children and young people to increase the amount of physical exercise they do each week is a national priority. Everyone is clear that obesity levels in adults, children and young people is a growing problem and must be tackled. The latest figures show that 17 percent of boys and girls aged two to ten in England are classified obese and are at risk of developing health related problems as they move into adulthood. If there is no reversal in this trend the Government is predicting that 50% of the population will be obese by 2050.

Since 2003 the Children & Young People’s Service in North Yorkshire have had a strategic role in forming, implementing and monitoring the strategy for Physical Education and School Sports and Club Links (PESSCL) across the County. The County Council has developed 8 School Sports Partnerships and one Special Schools Sports Partnership.

Monitoring the progress of the School Sports Partnerships (SSP) in achieving the national PSA<sup>2</sup> target and the LAA stretch target is undertaken each year by the PESSCL survey. This survey requires all schools in a SSP to report on the total curriculum time that ALL pupils spend taking part in PE and school sport.

From the latest data it is clear that the Council together with its partners have exceeded the 2006 target of 75% and are well placed to reach the 2007 stretch target of 85%. However, whilst the majority of schools ensure that pupils, in each year group, participate in PE in a typical week, there are a number of Schools who are not achieving the minimum 2 hours of curriculum time taking part in PE and this is an area that requires further monitoring. (recommendation 1)

The PESSCL survey data is not currently used to measure the positive affect that increased participation in physical activities has in relation to improved outcomes such as attainment, improved behaviour and/or attendance. The Task Group consider that perhaps this is an area that should be examined further by North Yorkshire Sport. (recommendation 2)

PESSCL information on the performance of Schools Sports Partnerships is not readily available and the Task Group suggest that this could be developed by including the data in the Inclusion Quality Mark scheme. (recommendation 3)

At present it would appear that only a few of the Sports Partnerships actively promote their activities, work and achievements. For example, only a small number of SSP’s have a dedicated website. The websites could for instance provide information on forthcoming events, activities and the availability of professional training courses. ( recommendation 4)

There is a view that there needs to be improved clarity around the role of an Extended School in sport with partner organisations and ensure there are adequate linkages made with Area Committees, Local Strategic Partnerships (LSPs) and Community Safety Partnerships. The Task Group felt that there may be an opportunity here to promote and enhance partnership working. (*recommendation 5*)

The impact a high profile sporting celebrity has in encouraging participation cannot be underestimated. Increasing participation is a challenge requiring sustained imagination and investment. The involvement and engagement of young people is crucial which can pay dividends to changes in lifestyles, and improved health and fitness of young people. Additionally, talented young athletes can be encouraged through the example set by a sporting celebrity to develop their skills to reach the top of their chosen sport (*recommendation 6*).

Children and young people who are looked after or are in the care system identified several issues such as difficulties joining a local club, involving their friends in leisure activities and in finding funding for Gym memberships, sports equipment/clothing, trips etc. The Task Group suggest that these concerns are passed to the Corporate Parenting Group. (*recommendation 7*)

The integration and participation of young people living in the Skipton area from black & ethnic backgrounds into school sports activities is generally good, which extends and includes parents/families. (*recommendation 8*)

Many young people identified several areas which they see as potential barriers and reasons why they are 'put off' taking part in PE and sport. These potential barriers included the ambiance of the location of their PE lessons, mentioning specifically changing facilities that lack privacy, the condition of the equipment and the range and type of sports activities on offer. Additionally, North Yorkshire's rurality often means there are transport problems that restrict young people from taking part in after school clubs or sporting activities. Using the idea of the initiative 'Girls Active' would appear to be a proactive approach to engage and involve young people in sport and physical activity. (*recommendation 9*)

Similarly, Schools identified challenges which they face and relate to the lack of facilities, lack of available sports coaches, difficulties in involving parents in activities.

There are no direct lines of accountability between North Yorkshire Sport, the PESSCL Strategy Group and the School Sports Partnerships. Joint working between each of the School Sports Partnership would seem to be through the Partnership Development Managers Meeting which includes the School Improvement Partner. The Task Group felt that it would be useful to clarify the reporting mechanisms which are in place to monitor the achievements and developments of the Schools Sports Partnership from a North Yorkshire perspective. (*recommendation 10*)

Members were pleased to note that the proposals set out in SEN/Behaviour Review include that all new Special Schools will have levels of accommodation in accordance with modern standards and suitable internal and external areas for PE and sport and informal activities. (*recommendation 11*)

1. Yorkshire Gold – Yorkshire & Humber's Strategy for London 2010 Olympic Games and Paralympics Games.

2. PSA target – to further enhance access to culture and sport for children and give them the opportunity to develop their talents to the full and enjoy the full benefits of participation – responsibility of Secretary of Culture, Media and Sport

**RECOMMENDATIONS:**

- |  |
|--|
| 1. LAA stretch target – County Council Officers continue to work with School Governing bodies and School Sports Partnerships to strengthen the case for increasing participation in PE and sport for all young people.   |
| 2. The PESSCL data base is developed further to help measure the impact that increased participation in sport and physical activity has had on children and young people in North Yorkshire. YPOSC monitors the outcomes on a regular basis.                         |
| 3. That the PESSCL data should be included as part of the Inclusion Quality Mark scheme  |
| 4. Each Schools Sports Partnership considers developing a dedicated website with links to North Yorkshire Sport and Community Sports Networks.   |
| 5. The role of an Extended School to promote and enhance sporting participation should be clarified with partner organisations and linkages made with Area Committees, LSPs and Community Safety Partnerships to encourage closer more effective partnership working |
| 6. Consideration should be given to holding a County event to raise awareness and promote PE and sport in North Yorkshire to which a high profile sporting Ambassador would be invited   |
| 7. That the issues raised by the Looked After Children Sports Audit are brought to the attention of the Corporate Parenting Group.   |
| 8. Efforts are maintained to develop good links with ethnic minority communities and to encourage participation in PE and sport wherever possible.   |
| 9. Consideration is given to rolling out similar initiatives such as the 'GirlsActive' across all School Sport Partnerships to proactively involve and engage young people in a range of sporting activities of their choice.  |
| 10. Clarification of the reporting mechanisms in place for monitoring the achievements and developments of the Schools Sports Partnership from a North Yorkshire perspective.  |
| 11. That the SEN & BESD Review continues with its proposals to develop facilities for sporting and physical activity needs of children & young people with learning difficulties.  |



## National Drivers for Change

Physical education and sport should be a fundamental part of the education of all young people. Offering opportunities to take part in a range of sporting activities is important in itself, but it can help to develop important values like discipline, team working, creativity and responsibility.

Information gathered from the Young People and Sport National Survey findings in 1994 and 1999 found that the percentage of young people not taking part in any sport in school lessons on a regular basis was on the increase.

In October 2002 the Government launched the national **Physical Education School Sport and Club Links (PESSCL) strategy**. This is jointly delivered by the Department for Education and Skills (DfES) and the Department for Culture, Media and Sport (DCMS) through eight programmes. Investment by Government since April 2003 has been in the region of £459 million which is on top of £686 million already invested to improve school sport facilities across England.

The national Physical Education School Sports and Club Links Strategy (**PESSCL**) was developed to support the need to encourage young people to become more physically active, raise awareness, improve standards and increase participation. The means for delivering this initiative has been through a coordinated approach using Sports Colleges, School Sports Partnerships, Community Sports Networks, Sports Clubs and Leisure Services.

The PESSCL Strategy is jointly delivered by the Department for Education and Skills (DfES) and the Department for Culture, Media and Sport (DCMS) through eight programmes. Investment by Government since April 2003 has been in the region of £459 million which is on top of £686 million already invested to improve school sport facilities across England.

The overall objective is a joint Public Service Agreement (PSA) target to enhance the take up of sporting opportunities by 5-16 year olds. The aim being to increase the percentage of school children in England who spend a minimum of two hours each week on high quality PE and school sport within and beyond the curriculum to 75% by 2006.

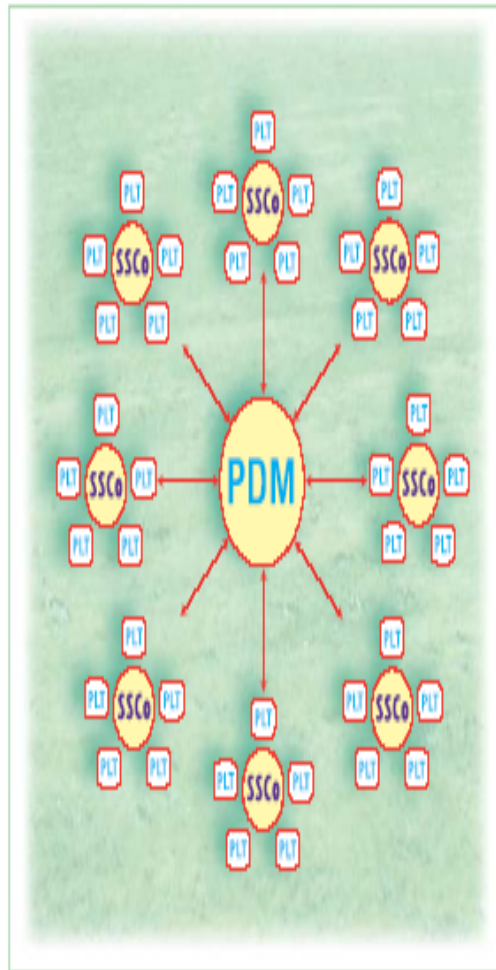
Its purpose has been was to establish 400 Specialist Sports Colleges and 400 School Sport Coordinator Partnerships by 2006 in communities of greatest need.

A **Specialist Sports College** is a maintained secondary school (in England) which receives additional funding from the Department for Education and Skills to raise standards in physical education and sport within its own school, in a local family of schools and in the wider community.

The **School Sport Partnership** (SSP) is based around groups of secondary, primary and special schools working together to develop and improve learning opportunities for all. The Specialist Sports College acting as the 'hub' of the family. The School Sport Partnership structure is:-

- The Partnership Development Manager (PDM) manages the partnership full-time and is based in a sports college.
- The School Sport Coordinator (SSCo) - A teacher based in a secondary school who is released from timetable two days per week to work on the project. They work with their own school and cluster of feeder primary schools.
- Primary Link Teacher (PLT) or Link Teacher (LT) - A primary school teacher who is released 12 days per year to work on the project

### Partnership Model for the School Sport Coordinator programme



<sup>4</sup> Partnerships start up as a Sports College, 4 secondary and 25 primary or special schools.

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The Youth Sport Trust plays a central role in supporting and overseeing delivery of the national strategy for PE, School Sport and Club Links (PESSCL). The on going target being to increase the percentage of school children who spend a minimum of two hours a week on high quality PE and school sport within and beyond the curriculum to 85% by 2008.

The long-term ambition, by 2010, is to offer all children at least four hours of sport every week made up of:

- at least two hours of high quality PE and sport at schools — with the expectation that this will be delivered totally within the curriculum; and
- an additional 2 or more hours beyond the school day delivered by a range of school, community and club providers.

Delivery of the strategy is through nine interlinked work strands; the first two are Sports Colleges and School Sport Coordinator Programmes.

The remaining seven workstrands are:

- Professional Development
- Step Into Sport
- Club Links
- Gifted & Talented
- Sporting Playgrounds
- Swimming
- The QCA's PE and School Sport Investigation

and are the tools the schools and partnerships draw on to enable children to take up their 2 hour entitlement and move towards the 2010 ambition.

Monitoring the aims of the PESSCL strategy is undertaken yearly by the PESSCL survey. All Schools involved in the SSP programme are responsible for completing the questionnaire accurately and in liaison with Partnership Development Managers. This survey forms part of the SSP's contractual agreement by which it receives funding. The data is collected and recorded by schools using many sources of information.

Sport England, Youth Sport Trust and UK Sport are national agencies who work together in what is called the sporting landscape.

**Sport England** is responsible for sustaining and increasing participation in community sport.

**UK Sport** is responsible for elite sport and world-class events.



**The basic principles of high quality High quality PE and sport always:**

- enable all young people whatever their circumstances or ability to take part in and enjoy PE and sport
- promote young people's health, safety and well being
- enable all young people to improve and achieve in line with their age and potential.



## **SECTION ONE**

### **Objective 1 - Delivering against the local and national targets**

The population of children and young people aged between 0 – 19 living in North Yorkshire is approximately 120,000. Many experience good health and make good progress educationally. It therefore makes good sense for the County Council to encourage and support children and young people to have every opportunity to increase their levels of physical activity; supports them to take part in a range of sporting activities; encourages all young people to live a healthy and active lifestyle regardless of their social, geographic and economic diversity.

North Yorkshire County Council recognised the huge potential and impact school sports partnerships could have on successful outcomes for children in terms of improving their decision making and life chances. Taking a proactive and leading role the Council's next step was to raise awareness and, where possible, win the hearts and minds of Head Teachers to see the potentially positive impact on school improvement.

Consultations with other directorates in the Children & Young Peoples Service established which schools to approach as 'hub' sites and a strategy for implementation of the School Sports Partnerships was developed.

The proactive approach taken by the County Council is unlike other local authorities who either :

- \* had some partnerships up and running which were originally just for areas of high deprivation, and therefore could not take an overall lead
- \* or did not have the capacity for strategic leadership
- \* or did not value the concept

The County Council has been instrumental in developing 8 School Sports Partnership (SSP) programmes from 2003 to 2006. The Sports Colleges or 'hub' schools as they are known are – Aireville, Barlby, Harrogate High, George Pindar, Lady Lumleys, Risedale, Upper Wharfedale, and Thirsk.

Each 'hub' has a Partnership Development Manager (PDM) who manages the partnership full time, is accountable to the Sports Director/Steering Group and is based in a sports college.

The latest partnership is the Special School Sports Partnership (Special SSP) which is first of its kind in the Country and places the partnership in an extremely innovative position. It is dedicated to improving the experience of PE and School Sport for every child with special needs through enhancing and extending opportunities both in curriculum time and during out of school hours learning. This special SSP consists of 13 special schools, 2 pupil referral units and includes SEN pupils from mainstream schools. The Partnership Development Manager is based at Mowbray School in Bedale.

The latest data from the PESSCL survey indicates that the Council together with its partners have exceeded the 2006 target of 75% and are well placed to reach the 2007 LAA stretch target of 85%. Results from the latest PESSCL 2005/06 shows that the North Yorkshire Schools Sports Partnerships average participation rate is 79.1% which shows good progress for 2006.

As always concerted efforts will need to be maintained if the Council and partner organisations are to achieve the 2010 target of 97%.

It is clear from this data that the majority of schools ensure that pupils, in each year group, participate in PE in a typical week. However, there are a number of Schools who are not

achieving the minimum 2 hours of curriculum time taking part in PE and is therefore an area that requires monitoring.

Delving deeper into the PESSCL data provided a clearer picture on how individual schools were performing against the target:

**Key stages 1 & 2** identified several schools who are not meeting the required minimum of 2 hours of PE in a typical per week. This may in part be due to the rurality of the County and the number and location of small schools. This is an area that the Task Group would suggest is monitor by the SSP's.

**Years 7, 8 and 9** - the data shows that the majority of schools do ensure that pupils in each year group participate and spend 2 hours taking part in PE in a typical week.

**Years 10 and 11** - this shows that at least half of the secondary school pupils, including Sports Colleges have difficulty in maintaining the 2 hours of curriculum time taking part in PE in a typical week for these year groups.

What has been difficult to evidence and evaluate is how the increase in participation is measured against improved outcomes for young people and whether this huge investment by the Government is achieving its main aim. Research tells us that increased levels of physical activity can help to improve attitudes to learning and attainment in generally underachieving children and young people.

However, the findings of the Task Group, in relation to the PESSCL survey data revealed that this data is not currently used to measure the positive affects that increased participation has had. For example increased levels of attainment, improved behaviour and attendance. This additional information would enhance the usefulness of the PESSCL survey, giving it extra depth and weight.

Interestingly, discussions with the Chief Officer, North Yorkshire Sport confirmed that there is work in progress to utilise and broaden the scope of the PESSCL data more effectively. This is an area the Task Group are keen to see developed and have agreed to remain actively involved and monitor progress.

### **Partnership Arrangements:**

North Yorkshire Sport (NYS) is a partner organisation of the Children & Young Peoples Service and has the strategic lead for sport in North Yorkshire and York. NYS reports to Sport England and have their own set of targets; provides the link for sustaining and increasing community participation by ensuring that what is happening in the schools sports partnership is also reflected back into the community through the Community Sports Networks; and that there is a competitive element between sports partnerships and sports colleges. Events such as the Youth Games which was held at Ampleforth College earlier this year.

The Community Sports Network (CSN) plays an important role within each of the District Councils. Their aim is to consolidate existing sport and physical activity provision and develop new opportunities to enable young people (and the people within a district) to enjoy the benefits of leading a physically active life. The CSNs consists of a group of people from the public, private and voluntary sector who represent agencies involved in providing opportunities for sport and physical activity in each of the districts. Both North Yorkshire Sport and the Partnership Development Managers are involved with these networks.

The Schools Sports Partnerships (SSP) are establishing themselves well. The Partnership Development Managers (PDMs) meet regularly to share ideas and discuss events and future

planning. They work closely with the Council's Service Improvement Partner and are in regular contact with the School Sports Co-ordinators and Primary Link Teachers. Important links to local sports clubs outside of school hours have been development, but this area of work is ongoing. The PDM's feel there have been some major strides forward but all are in agreement that there is still more work to be done in support of their aims, objectives and partnership working. ■

The line management of PDM's by the nature of the structure is fragmented. In general they are line managed by the Sport lead within Sports Colleges but practice can differ from school to school.

From the County Councils perspective there is the PESSCL Strategy Group, chaired by an Officer from the County Council. This group has a strategic overview of the PESSCL targets. The fundamental purpose of this strategic group is to agree the direction of travel for the SSP's. They ensure there is a competitive element to the SSP programme and that gifted and talented students are supported, encouraged and pointed in the right direction. The PESSCL Strategy Group encourage and support partnership working. This meeting is regularly attended by the Chief Officer from North Yorkshire Sport.

It is worth mentioning however, that there are no direct lines of accountability between North Yorkshire Sport, the PESSCL Strategy Group and the School Sports Partnerships. The common thread and drive running through the heart of all the partner agencies is to increase participation and access to high quality PE and sport for all young people both within and beyond the school day. The only linkages between each of the School Sports Partnership would appear to be through the Partnership Development Managers Meeting which includes the School Improvement Partner. The Task Group felt that clarification would be useful to confirm the reporting mechanisms in place that undertaken monitoring and development of the Schools Sports Partnership from a North Yorkshire perspective.

The Task Group found little evidence to suggest that each of the School Sports Partnerships saw themselves as part of a much bigger picture ie. a North Yorkshire Schools Sports Collaborative and whether there are suitable linkages made to include SSP's and therefore the Partnership Development Managers in appropriate and relevant developments.

### **Links with the Voluntary Sector**

All of the voluntary sector organisations work towards the Every Child Matters agenda and often have a key role in providing activities to children and young people not provided by the statutory sector. Often the services provided by the voluntary sector are funded via NYCC Young Money, NYCC 4 Youth Service or other charitable trusts i.e. Comic Relief, Big Lottery Sports Fund

Their role in providing sports provision may be around youth clubs running football, cricket, basketball courses, along side healthy eating and fitness workshops. The voluntary sector also provide weekend residentials', climbing, canoeing, caving, cycling, horse riding, offering young people a chance to try new opportunities and experiences which they may take up and enjoy as a hobby.

Recently young carers were introduced to Mark Schwarzner, the Middlesborough Football club/Australian goalie who, as a good role model, came to talk to them about health and fitness and working towards goals and achieving. The children and young people found this hugely inspiring and beneficial.

Voluntary organisations seek funding for events such as sending the children on sports camps in school holidays, which the statutory sectors are unable to access.

## **Links with the 4Youth Service**

The purpose of Youth Work in North Yorkshire is to create opportunities, which encourage young people, through voluntary association to reach their full potential. Part of this is achieved through developing social development opportunities in a wide range of settings including sport, the arts and the community.

There are 11 Youth Work Area Teams in North Yorkshire each with an individual Area Plan that links to the Children & Young Peoples Plan and the five key outcomes under: ***Every Children Matters***. In creating sporting opportunities the Area Teams will work closely for example with the Voluntary Sector, District Councils, Local Communities and Clubs, Outdoor Education Service and Community Sports Networks.

Some of the Projects developed include Outdoor Activity Residentials at Bewerley Park, Duke of Edinburgh Award Scheme, Young Leader Awards, football tournaments for both girls and boys, badminton and basketball competitions and multi-sports programmes to provide young people with an opportunity to experience different activities are to name but a few. The impact and evaluation of these projects is undertaken on a rolling basis with a Review of the Area Plan on a yearly basis.

### **Examples of innovative and good practice**

Members of the Task Group were provided with many examples of innovative and good practice and are the evidence to show how the School Sports Partnerships are developing and progressing. The following are just two of the examples received:



### **Case Study Evidence**

<b>Title of Programme/event/project</b>	<b><i>Jumping Jacks Playground activities</i></b>
<p><b>Why did you want to do this?</b> We wanted to provide the children with more purposeful playtimes. We had noticed that many 'issues' tended to present themselves at the end of playtime and needed to look at ways to make playtimes run more smoothly. We also like to involve the children in what happens at their school and results from a survey showed that many of them did not enjoy this time of the day. We were also conscious of the squeeze that maths and literacy was putting on delivery time for the other areas of the curriculum. Developing playtimes that would engage all the children seemed like the ideal solution.</p>	
<p><b>What were the key things you wanted to achieve?</b></p> <ul style="list-style-type: none"> <li>• To reduce the number of behaviour related incidents that occurred during and at the end of playtimes.</li> <li>• To make playtimes a happier time</li> <li>• To engage children in physical activity at break times.</li> </ul>	
<p><b>What key things did you do?</b> Our starting point was meeting what had been arranged for schools with 'Localities funding'. The TA and myself went along to find out about 'Huff and Puff', a scheme that had been developed by Davies Sport. We liked their ideas and fed this back to staff at school. It was decided that some of our localities money could be used to fund this is due to the success criteria relating to improving standards amongst vulnerable children. We consulted the School Council about what activities and equipment they would like to see running and orders stock and storage. The playground was zoned to allow for quiet areas and spaces for ball games. We decided to issue each child with a key ring, which they would swap for a piece of equipment. This would allow the children to take more responsibility for the equipment. We discussed the notion of having playground leaders, a job which children have to apply for and be interviewed for. The response to this was overwhelming. We delivered assemblies to inform the children of the changes to playtimes and talk about how to use the equipment and what the role of the playground leaders was. TA's went on a course run by Davies Sport on how to use their equipment and ideas for developing playground games.</p>	
<p><b>What were the outcomes of your project?</b> The end result has been better than we could imagine. Playtimes are now lovely at New Park School. Gone are the days of patrolling the yard and sorting out issues arising from playtime. Now the only dilemma you are faced with is whether to play catch with a group of children or master balancing on a Lola ball! There has been a noticeable improvement in the behaviour at playtimes and also the number of accidents, as play is less of a 'physical' nature. In summer 2005 the children were asked to comment on what they liked about New Park School and playtimes was their top like. A sharp contrast to the year before and its outcome.</p>	
<p><b>What do you think is still to be achieved?</b> Every so often Jumping Jacks needs re-launching to keep the children's interest and enthusiasm levels high. The equipment we have is rotated and every so often we put something new out to again, keep the interest levels up. Our next step is to introduce Jumping Jacks to lunch times. We are currently planning a 'lunch time curriculum', where children will not only be engaged purposeful play but will be offered activities such as outdoor art, orienteering, sewing. We see Jumping Jacks fitting in with this perfectly.</p>	
<p><b>What would you do differently next time?</b> The only difficulty we face is the cost of replacing equipment that gets worn out or damaged. Last year we had to fund this out of Key Stage budgets but this year we are going to use Sainsbury's vouchers to replenish our stocks. Hopefully if this works and Sainsbury's continue with their scheme this will be a regular way to replace the stock.</p>	

## **SECTION TWO**

### **Objective 2 – The barriers to increased participation**

Despite the benefits of exercise, national trends show one-third of boys and between one-third and one-half of girls in England do not do the recommended amount of physical activity. So, what would encourage young people to do more PE and sport.

The National School Sport Champion Dame Kelly Holmes takes an impassioned interest in getting more young people active and involved in sport. Research consistently indicates that teenage girls are less active than boys of the same age and, are more likely to become disengaged and drop out of sport in their early teens.

Her response to this was to task teenage girls and their teachers from across the UK to develop Action Plans, demonstrating how they would like to tackle the issue of girls' disengagement with sport in their school.

In North Yorkshire the Aireville School Sports Partnership won an award for their 'GirlsActive' action plan which included a visit from Dame Kelly Holmes herself. This visit had a tremendous impact on the school, the partnership and the young people themselves. As a result of this initiative and Dame Kelly Holmes' visit 'Active Girl' steering groups have been set up in each secondary school in Craven.

National research shows teenage girls rated the environment for their PE lessons, the range of activities on offer and their PE kit as average or poor and believed that more girls would get active if alternative forms of physical activity, such as streetdance, boxercise and trampolining were introduced. These national indicators are no different to the responses received from North Yorkshire students who listed the following reasons why they are not engaged in PE and sport:

#### School issues:

- Type of activities on offer
- Distance from sports facilities
- Poor quality facilities/equipment
- Lack of specialist knowledge and confidence to deliver
- Pressure from other subject areas

#### Special Schools:

- limited PE facilities for both indoor and outdoor activities
- Hydrotherapy pools available in 4 schools.

#### Club Issues:

- Facilities
- Lack of coaches
- Lack of support from families/volunteers
- Lack of funding

#### Transport:

- A major issue for the majority of schools.
- Children are bussed/taxied to and from school and therefore have fewer opportunities to stay and attend after school clubs/fixtures
- Bus services are limited for rural and deeply rural areas
- Finding volunteers to drive school bus for fixtures

### **Children in the Care System**

A **Looked After Children** Sports Audit undertaken as part of this scrutiny review indicated that the majority of young people in the care system are involved in sport, most commonly on an informal basis.

Good support is given to both young people by carers, Social Workers and Family Support Workers.

This group of young people identified different reasons why they do not get involved in sport and these are as follows:

1. Eight young people had expressed an interest in football but surprisingly none played for a non school team, which would indicate that more work could be done to progress this.
2. Young people, active in sports and in a long term placement can experience difficulties joining a local club to continue with their sports activity. Long waiting lists
3. Only half had been swimming in the last couple of months and only 8 of the 13 were able to swim albeit a couple of lengths.
4. Funding for Gym memberships, trips away for sports teams events, or taking part in a range of sporting/leisure activities is an issue.
5. The provision of sports equipment/clothing is a further matter which seems to require clarification.
6. Young people living in a Children's Home said that they could not involve their friends in leisure activities as staff were not permitted to drive them and their friends to events.

### **Children from black and minority ethnic communities**

The Craven/Skipton area is home to the largest community of **black and minority ethnic** families in North Yorkshire. Integration and participation by young people, including their parents/families into local school sports is good and the Task Group were encouraged to learn about the progress being made.

1. Events are open to everyone and all groups of young people are encouraged to get involved and participate.
2. Integration of young people in the Craven area is good and an excellent example is Ings Primary School who have 80% of their pupils from BME backgrounds:

A Tennis tournament was organised last year between ten Skipton based primary schools for pupils in years 5&6. Ings Primary School won the tournament so the school took the pupils and their families to the final in Leeds. The School arranged the coach to Leeds for what was said to be a good day out by everyone.

3. Discussions which are in the preliminary stages with the local Imam are around exploring the possibilities of promoting a cricket project specifically for Asian girls, and/or the setting up of sports based activities in and around the local Mosque.
4. Participation in Secondary school outdoor education residential visits by young girls

from ethnic backgrounds have not been very successful. It is hard to know exactly how many have taken part, but it is thought to be a minimal number.

5. Young men from the same BME backgrounds do not have the same issues and many have been on residential visits.

### **Children & Young People special needs**

Exploring opportunities to enhance the participation in PE and sport for *children & young people with special needs* is supported in part through the Special Schools Sports Partnership (SSSP).

The existing special schools have all been in existence for many years. The levels of play and sports spaces vary. All new schools which are proposed to be developed as part of the SEN/Behaviour Review will have levels of accommodation in accordance with modern standards. The DCSF are currently developing a specific design guide for special schools. The Council's current vision for its new special school is based on the DCSF's draft new guidance. External areas will include pitches, grassed and hard surfaced informal area, games court and habitat area, to levels similar to primary and secondary schools. Internally, the briefs will include for a hall for PE & Sport (with separate space for dining to allow more use of the main hall for curricular and informal activities); and for appropriate schools, a hydrotherapy pool – along with proper storage, changing and ancillary spaces. In the proposed BESD residential school, the provision will also include a fully equipped three court sports hall.

Developments through the Special School Sports Partnership such as the *Sportability Clubs* have been a great success with positive feedback from parents/families. The purpose of this Club is to provide all young people with special needs with the opportunity to enjoy sporting activities.

## **Pupils excluded from mainstream education**

The two existing PRUs were set up some years ago, which, in conformity with the School Premises Regulations at the time, did not have external play area (nor indeed do the premises in which they were established lend themselves to such). The new PRUs proposed to be established following the County Council Review will have external play facilities. The brief requires access to external spaces; a courtyard type sitting out area, and a play area suitable for five a side/basketball.

The two existing PRUs (Harrogate and Scarborough) make use of a wide range of local sports facilities and opportunities. For instance, in Scarborough they hire the Scarborough Sports Centre and Falsgrave Community Centre. They also undertake a range of outdoor activities which provide opportunities for all students. The Harrogate PRU makes use of Knaresborough Community Centre, the Squash Club and Leeds Climbing Wall. They too organise a range of outdoor activities.

### **SECTION THREE**

#### **What are the links with Extended Schools**

An extended school acts as a focal point within their community for a range of services. An extended school works with local providers, agencies and, in many cases, other schools to provide access to what the Government calls a 'Core Offer' of support and looks at ways to enhance the physical activity/sporting opportunities, often beyond the school day to help meet the needs of children, parents and the wider community.

Sports activities are an integral part in the delivery of the 'Core Offer' and primarily sit within the 'varied menu of activities' element. However, after school sports for secondary aged pupils could satisfy the requirement of 'a safe place to be' in the childcare element, or the use of a sports field by a junior football club during the weekend would be a good example of 'community access'.

Every school in North Yorkshire is part of an Extended Schools Cluster (ESC) and membership for each cluster is approximately 15 schools which includes at least one secondary school, sometimes two and primary schools. The clusters employ an Extended School Co-ordinator who works across all schools within their patch.

For example for the past two years one Extended School cluster has been working together to increase the range of extra curricular activities through After Schools Clubs such as dance and street dance, karate and gymnastics, inter schools tournaments, a programme for teenage girls with low self confidence and self esteem and a football foundation application for pitch re-development.

All the schools in the cluster have worked directly with the School sports Partnerships, the local Football Club, the Pool and Recreation Centre, local sports coaches the Borough Council Development Team and Community sports Network.

Another example of an Extended Schools programme and their active promotion of physical activity is being developed via the Children's Centres route. On offer are training sessions delivered by Leisure Centre Officers to assist day care providers in making 'playtime' and physical education time more successful.

The challenges faced by Schools related to increasing participation in sport include the lack of facilities, lack of available sports coaches, difficulties in involving parents in activities.

This also may be the ideal time to engage with the voluntary sector to discover what sports provision they can offer for those of all abilities.

However, the Task Group were unsure whether there is enough clarity around the role of an Extended School in sport with partner organisations and thought that there may be an opportunity here to promote and enhance partnership work.

## **SECTION FOUR**

### **The role of Outdoor Education**

The Task Group took the opportunity to visit one of the OE Centres to see first hand the types of activities available and meet some of the children on a residential visit.

Watching the high spirits of the children on the 'jungle ropes' and crawling through a rather wet and muddy tunnel in the snow, encouraging one another was fascinating. Their Head Teacher and Chair of School Governors from ***Newby and Scalby Primary School***, explained how they used their outdoor education experience back in the classroom. In fact, they invited the Task Group to come and see for themselves.

This visit to Newby & Scalby Primary School by the Task Group was extremely useful and provided them with an opportunity to meet one of the parents. This parent had specifically asked to meet the Task Group to share and explain the impact her daughter's outdoor education residential visit had on the whole family. How it had helped to build her daughter's self esteem and confidence and how it had played a big part in establishing stronger family relationships.

The projects were laid out for the group to see and in turn the children explained that their joint piece of work was to provide the rising year 6 children with information, advice and helpful tips about why they should go on an Outdoor Education visit. They then discussed the activities they liked best, the activities they liked least and what they had learned from the residential visit.

The outcome of the visit to the primary school drew together the parallels between outdoor education, sport and physical activity. They both reinforce the message of health and physical fitness but also, in some cases, help children to develop self confidence and a life-long interest in outdoor activities and sport.

There is therefore a need to develop a set of measurements so development in a range of areas within a child can be taken at different times i.e. during the weeks stay, 1 month afterwards and say 6 months afterwards. This can measure the long term effects and can be a narrative and perhaps linked to education effects.

## **SECTION FIVE**

### **Parents Views on sports and physical activities**

In general parents and carers are very much in favour of children enjoying sports and being physically active, or as one parent said "kicking a ball about in the fresh air". They said that sport provides their children with outdoor activity, helps them to understand team games and play by the rules and meet new friends. What they are up against is computer technology and the many computerised games on the market.

Another point raised related to safety issues and concerns over "stranger, danger" which deter parents from letting their children into public areas.

When it comes to teenagers, parents and carers told the Task Group that keeping them physically active can be more difficult. They said that young people have other pressures such as studying and examinations and quickly become distracted and lose interest in the normal types of sport. Some parents felt they had no influence either way.

The cost of leisure facilities the equipment and clothing can be a problem for some parents.

Transport for children and young people that live in rural areas and who wish to stay on for after school clubs is a problem. Many have no other option than to take the School Bus home. Parents who work are not always in a position to collect their children at specific times.

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## SECTION SIX

### What other County Sports Partnerships are doing:

Most schools across England will now be part of a School Sports Partnership. Many are still developing in their own areas, some more than others.

The Exeter School Sport Partnership has a Fit to Succeed philosophy which aims to raise the profile of health, fitness and physical activity, a healthy diet and drinking water; to demonstrate an unequivocal link between physical activity and academic attainment.

Promoting the work of School Sports Partnerships varies from County to County. Searches on the internet revealed several good examples of School Sports Partnership websites in other parts of the Country (e.g. South East Somerset Schools Partnership [www.sesomersetssco.co.uk](http://www.sesomersetssco.co.uk), and Torbay Sport Partnership [www.torbaysport.com](http://www.torbaysport.com)) which were informative, interesting and useful sources of information.

The Task Group agree that there are many opportunities to be had by promoting the work and achievements of the School Sports Partnerships more proactively. It would appear that only a small number of North Yorkshire SSP's have a dedicated website. These websites provide information on forthcoming events, activities and the availability of professional training courses. The group felt that a better use of the intranet would be a positive way of promoting the good work of the partnerships and informing users of events and activities.

## SECTION SEVEN

### Conclusions

The findings of the Task Group confirm that a large proportion of children and young people in North Yorkshire are being offered, encouraged and supported to take up a wide variety of high quality, different sports through the School Sports Partnerships and Special School Sports Partnerships and in the local clubs and communities. This includes the less mainstream activities like dance, sparring, trampoline, gymnastics and kick boxing in an effort to get as many youngsters as possible taking part in physical activities no matter what ability level.

There are good partnership links between the County Council and North Yorkshire Sport who share ongoing opportunities for developing and increasing the participation of young people in PE and sport within and beyond the school day.

An initial conclusion was that the structure of organisations working together to provide sporting opportunities and hit the targets is complicated when considered alongside other educational structures such as "clusters" and extended schools. The concern is whether this structure aids the public accessing the sporting provision provided or hinders it. It also has blurred lines of responsibility which is indicative of the partnership working which must occur between NYCC and others if it is going to be successful.

The latest data clearly shows that the Council together with its partners have exceeded the 2006 target of 75% and are well placed to reach the 2007 stretch target of 85%. Whilst the majority of schools ensure that pupils, in each year group, participate in PE in a typical week, there are a number of Schools who are not achieving the minimum 2 hours of curriculum time taking part in PE and this is an area that requires further monitoring. (recommendation 1)

The PESSCL survey data is not currently used to measure the positive affect that increased participation in physical activities has in relation to improved outcomes such as attainment, improved behaviour and/or attendance. The Task Group consider that perhaps this is an area that should be examined further by North Yorkshire Sport. (recommendation 2)



PESSCL information on the performance of Schools Sports Partnerships is not readily available and the Task Group suggest that this could be developed by including the data in the Inclusion Quality Mark scheme. (*recommendation 3*)

It would appear that only a few of the School Sports Partnerships actively promote their activities, work and achievements. For example, only a small number of SSP's have a dedicated website. The websites could for instance provide information on forthcoming events, activities and the availability of professional training courses. (*recommendation 4*)

Through examination of the role of extended schools, the task group found that schools varied widely in the accessibility of that school to the wider community. A school who is at the heart of its community in this way is invaluable and no doubt vastly helps local sporting provision. This role needs to be defined and publicised along with an audit of facilities and the type of equipment in each school to strategically manage the sporting provision across a wider area. Also adequate linkages should be made with Area Committees, Local Strategic Partnerships (LSPs) and Community Safety Partnerships to encourage closer more effective partnership working. (*recommendation 5*)

The impact of a high profile sporting celebrity as an advocate and inspiration to children and young people cannot be underestimated. Dame Kelly Holmes does this nationally and her visit to North Yorkshire had a dramatic effect on the young people she spoke too. The involvement of a more local inspirational sporting figure would motivate children and act as an advocate for all the good things that successful sporting participation can bring. Additionally, talented young athletes can be encouraged through the example set by a sporting celebrity to develop their skills to reach the top of their chosen sport. (*recommendation 6*)

Children and young people who are looked after or are in the care system identified several issues such as difficulties joining a local club, involving their friends in leisure activities and in finding funding for Gym memberships, sports equipment/clothing, trips etc. (*recommendation 7*)

The integration and participation of young people living in the Skipton area from black & ethnic communities into school sports activities is generally good and extends through to include parents and families. (*recommendation 8*)

Many young people identified several areas which they see as potential barriers and reasons why they are 'put off' taking part in PE and sport. These potential barriers included the ambiance of the location of their PE lessons, mentioning specifically changing facilities that lack privacy, the condition of the equipment and the range and type of sports activities on offer. Additionally, North Yorkshire's rurality often means there are transport problems that restrict young people from taking part in after school clubs or sporting activities. Using the idea of the initiative 'Girls Active' would appear to be a proactive approach to engage and involve young people in sport and physical activity.

Similarly, Schools identified challenges which they face and relate to the lack of facilities, lack of available sports coaches, difficulties in involving parents in activities. (*recommendation 9*)

There are no direct lines of accountability between North Yorkshire Sport, the PESSCL Strategy Group and the School Sports Partnerships. Joint working between each of the School Sports Partnership would appear to be through the Partnership Development Managers Meeting which includes the School Improvement Partner.

The Task Group consider that clarification is necessary to confirm the reporting mechanisms which are in place to monitor the achievements and developments of the Schools Sports Partnership from a North Yorkshire perspective (*recommendation 10*).

Members were pleased to note that the proposals set out in SEN/Behaviour Review include that all new Special Schools will have levels of accommodation in accordance with modern standards and suitable internal and external areas for PE and sport and informal activities.  
*(recommendation 11)*

Everyone disagrees that it is a challenge to sustain participation by young people in physical activity and sport. It requires imagination, investment and the involvement and engagement of young people. But the benefits are two-fold - the improved health and fitness of young people, and in being influential in developing healthy lifestyle choices for young people to take through to adulthood.

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## SECTION EIGHT

### Recommendations:

1. LAA stretch target – County Council Officers continue to work with School Governing bodies and School Sports Partnerships to strengthen the case for increasing participation in PE and sport for all young people.

2. The PESSCL data base is developed further to help measure the impact that increased participation in sport and physical activity has had on children and young people in North Yorkshire. YPOSC monitors the outcomes on a regular basis.

3. That the PESSCL data should be included as part of the Inclusion Quality Mark scheme

4. Each Schools Sports Partnership considers developing a dedicated website with links to North Yorkshire Sport and Community Sports Networks.

5. The role of an Extended School to promote and enhance sporting participation should be clarified with partner organisations and linkages made with Area Committees, LSPs and Community Safety Partnerships to encourage closer more effective partnership working

6. Consideration should be given to holding a County event to raise awareness and promote PE and sport in North Yorkshire to which a high profile sporting Ambassador would be invited

7. That the issues raised by the Looked After Children Sports Audit are brought to the attention of the Corporate Parenting Group.

8. Efforts are maintained to develop good links with ethnic minority communities and to encourage participation in PE and sport wherever possible.

9. Consideration is given to rolling out similar initiatives such as the 'GirlsActive' across all School Sport Partnerships to proactively involve and engage young people in a range of sporting activities of their choice.

10. Clarification of the reporting mechanisms in place for monitoring the achievements and developments of the Schools Sports Partnership from a North Yorkshire perspective.

11. That the SEN & BESD Review continues with its proposals to develop facilities for sporting and physical activity needs of children & young people with learning difficulties.

### Scrutiny Review of North Yorkshire’s Outdoor Education Service: ‘Learning in the Wet and Mud’

#### Recomendations:

<b>1</b>	A more centralised and standardised approach for office, administration, booking and invoicing processes should be given due consideration.
<b>2</b>	Adoption of an inclusive approach to encompass children of all ages and from minority groups.
<b>3</b>	Adoption of strategies that make as full a use of the accommodation as possible including weekends, out of term time and during the day when the residential courses are out on activities.
<b>4</b>	Encourage use of the facilities by other groups, eg for NYCC Member and staff training
<b>5</b>	Undertake a review of the skill mix and staffing structures
<b>6</b>	Development of a marketing strategy to project a proactive image, promote the resources available and encourage better links with other agencies, public sector organisations and internally.
<b>7</b>	Consider expanding the core offer to include Fieldwork options that tackle contemporary issues such as climate change and cultural studies
<b>8</b>	Consider enhancing the facilities on site to include such things as biodiversity and wildlife gardens and outside creative seating areas
<b>9</b>	Develop partnerships both internally and with other agencies such as NPs, ANOBs, NYCC’s Countryside Services that could provide supplementary learning on environmental and cultural matters.
<b>10</b>	Complete the upgrade of residential accommodation as soon as possible and make an early decision on the use of the Wrea Head Trust money.